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ABSTRACT

In its major policy document, "Basic Agenda: Policy Directions and Priorities for the Nineties," the Board of Governors of the California Community Colleges (CCC) specifies goals and objectives necessary for the system's 107 community colleges. Following the format of the Basic Agenda, this 1992-93 status report provides an update on the implementation of these goals and objectives. Following a brief introduction, the six sections of this report examine the areas of mission, access, governance, fiscal policy, and educational quality. For each area, the Basic Agenda initiatives are listed and specific efforts undertaken to date for each initiative are described. Among the CCC efforts described in the report are the following: (1) implementation of intersegmental general education transfer curriculum requirements; (2) projects to increase the number and success of underrepresented students in transfer programs; (3) minigrants and other special funding to increase the number of successful underrepresented students in vocational education programs; (4) incentives to attract and retain underrepresented faculty and staff; (5) public relations and fund-raising initiatives; (6) approval of a 15-year new facilities plan; (7) development of a new Curriculum Standards Handbook; (8) funding of 19 projects at CCC institutions to improve the quality of teaching and learning; and (9) implementation of workshops for English-as-a-Second-Language quality standards and performance. Descriptions of programs undertaken at individual colleges are provided. (PAA)

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BOARD OF GOVERNORS

THE BASIC AGENDA:

THE 1992-93 STATUS REPORT

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CALIFORNIA COMMUNITY COLLEGES

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The Basic Agenda:
The 1992-93 Status Report

November 1993

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The California Community Colleges are equal opportunity institutions.

Contents

1 *Introduction*

3 *Mission*

5 *Access*

19 *Governance*

25 *Fiscal Policy*

29 *Educational Quality*

INTRODUCTION

The 1992-93 Status Report provides a brief update on the implementation of the goals and objectives of the Board of Governors' major policy document for the Chancellor's Office and for California's 107 community colleges. Entitled *The Basic Agenda: Policy Directions and Priorities for the Nineties*, it addresses anticipated trends and needs and is updated each year, as specific conditions warrant.

This status report follows the format of *The Basic Agenda* and delineates the bases for educational program planning and budgeting as we confront the challenges of the coming years. Our task during this decade is to provide Californians, particularly those who have been underrepresented in higher education and the workplace, with quality programs in transfer and career education and in the mastery of basic skills and English as a second language. To accomplish this task, the Board of Governors is committed to the following goals:

- **Mission**: Maintaining the mission of the California Community Colleges as described in the *Master Plan for Higher Education.*
- **Access**: Providing, to the maximum extent possible, access to Community Colleges for California adults.
- **Governance**: Providing effective leadership to the California Community Colleges, through shared governance and management.
- **Fiscal Policy**: Helping the Community Colleges become even more cost effective at delivering their programs.
- **Educational Quality**: Maintaining quality instruction and excellent student support services.

MISSION

The mission of the California Community Colleges, first articulated in the *Master Plan for Higher Education* in 1960 and since reaffirmed in AB 1725 (1988), is to provide Californians with quality programs in transfer and career education and in the mastery of basic skills and English as a second language.

INITIATIVES

Implement the guaranteed transfer provisions of the revised *Master Plan*.

- Through the Chancellor's Office staff participation with the Intersegmental Coordinating Council, our major activities have been to identify the following:
  - the number and types of articulation agreements existing at the University of California, California State University, and the California Community Colleges for majors with lower-division work;
  - discipline-specific curriculum development to coordinate course content;
  - criteria for handling the transfer of students to impacted majors; and
  - priorities for targeting increased transfer agreement efforts with community colleges with high percentages of economically disadvantaged and underrepresented students.

Implement the general education transfer curriculum.

- As of the second year of implementation, every community college is offering courses that fulfill intersegmental general education transfer curriculum (IGETC) requirements. A new curriculum standards handbook has been developed that has furthered implementation efforts by providing technical assistance in the use of approval and review procedures to curriculum committees, to assure the transferability of general education courses.

Reaffirm its strong support of vocational education, which is equal in importance to transfer education.

- The Board of Governors passed a resolution that reaffirmed its commitment to economic development and vocational education.
- The Board's Economic Development and Vocational Education committee and the joint committee with the State Board of Education have met throughout the year to provide policy direction.
- The Chancellor's Office staff and the Board of Governors have provided visible support of economic development and vocational education at their fall and spring conferences.

Seek methods to accommodate the growing demand for student access, especially for underrepresented students.

- While the proposed State Budget contained $40 million for statutory growth, a $50 million deficit resulted in a modest decrease in funded enrollment. However, $19 million for supplemental growth in basic skills and state legalization impact assistance grant (SLIAG)-eligible courses was provided.

Access

By law, community colleges must admit those Californians who have graduated from high school and may admit those Californians who have not graduated but who are 18 years old and can profit from instruction. This policy of "open access" also derives from the *Master Plan* and is designed to provide Californians with an equal opportunity for education and training that will enable them to fully utilize their potential in the workplace and as citizens, regardless of economic, cultural, or ethnic background.

Initiatives

Provide a cohesive and cooperative campus climate for all students within the educational setting through continuous assessment and the modification of campus services, programs, and activities.

- Districts have been provided with a recommended measurement tool—the California Postsecondary Education Commission's *Survey of Campus Climate*—for workshops on student equity and panel discussions on campus climate. Several districts have already incorporated the use of this recommended resource into their student equity efforts.

Intensify efforts to increase the number and success of underrepresented students in transfer programs.

- Efforts to increase the transfer of underrepresented students have been enhanced by the statewide funding of transfer centers and the work of the ad hoc Intersegmental Coordinating Committee to further diversify issues identified in comprehensive transfer legislation (Senate Bill 121).
- The Fund for Instructional Improvement also supported four projects designed to directly increase the number and the success of underrepresented students in transfer programs during 1992-93. These projects are described below.
    - Laney College was awarded $35,000 for "Scholastic Training for Achievement and Retention (STAR)." This project addresses the special academic needs of underrepresented African-American transfer students by offering them a comprehensive service package that links instruction and support services to meet students' academic and related problems.

- Moorpark College was awarded $13,925 for "Increasing Student Success in Remedial Mathematics Through the Use of a Self-Paced Alternative Instructional Program." This project presents a model, nontraditional, method of instruction for remedial mathematics that emphasizes building confidence in the students' math abilities.
- Modesto Junior College was awarded $10,440 for "Project Success." This project creates learning communities for underrepresented first-time college students who have been assessed as not fully-prepared academically for college-level work. The thirty participants take course work together and receive other support services.
- Yuba College was awarded $14,969 for "Woodland Campus Re-entry Center Proposal." This project provides reentry students with adequate advisement and support services to successfully exit the community college and move into the work force or a bachelor-level academic program.

Improve the retention of underrepresented students through instruction and student services.

- The State Legislature allocated $489,000 in 1992-93 Proposition 98 funding to establish eight Mathematics, Engineering, and Science Achievement (MESA) programs at community colleges. These programs assist historically underrepresented students who major in math and science to raise their academic skills so that they can successfully transfer to four-year institutions and graduate in math-based fields.
- In addition, specially-funded projects designed to improve the retention of underrepresented students, as well as ongoing improvements in matriculation assessment and in placement recommendations, assure that underprepared students, many of whom are from underrepresented groups, have timely access to the precollegiate basic skills and English as a second language courses that are necessary for successful completion of student academic goals.

American River	$ 54,333	Mendocino	$ 81,500
Cabrillo CCD	54,333	Solano County CCD	38,936
Sacramento City College	54,333	Southwestern CCD	81,500
Sequoias CCD	81,500	Yosemite CCD	42,565

- The Fund for Instructional Improvement supported the following applicable project:
  - Los Angeles Harbor College was awarded $10,000 for "Academic Improvement for the Underprepared Student." This project, designed in collaboration with California State University, Dominguez Hills, prepares underprepared and underrepresented students for college success by enrolling them in supplemental instruction classes—companion classes to specific-target classes—taught by student interns from CSU-DH.

Increase the number of successful underrepresented students in vocational education programs.

- The plans submitted by the districts for the use of Vocational and Applied Technology Education Act (VATEA) funds show how each district will increase access to vocational programs for these special populations and show what districts will do to improve programs that have the highest concentration of special populations.
- Special projects to overcome stereotyping and improve access and success for dislocated workers, single parents, disabled students, and underrepresented gender and ethnic groups were awarded through the Job Training Partnership Act, Gender Equity, and Tech-Prep.
- A total of thirty-six minigrants were awarded to the colleges listed below to offer programs and services in Consumer Home Economics. These projects address the improvement of curriculum and instruction in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management, and clothing and textiles.

Allan Hancock	$15,358	Monterey Peninsula	$ 8,265
American River	20,000	Mt. San Antonio	19,998
Butte	14,607	Napa Valley	19,977
Cabrillo	13,665	Ohlone	12,696
Cerritos	19,887	Orange Coast	20,000
Chabot	20,000	Rancho Santiago	8,544
Citrus	20,000	Redwoods	16,952
Coastline	9,707	Sacramento City	19,934
Columbia	16,629	Saddleback	11,100
Diablo Valley	20,000	San Diego CCD/CEC	20,000
Evergreen Valley	11,999	San Francisco City	19,961
Grossmont	20,000	San Joaquin Delta	20,000
Long Beach City	20,000	Santa Rosa Junior	19,872
Los Angeles City	7,677	Shasta	14,738
Mendocino	10,808	Siskiyous	6,200
Merced	17,636	Skyline	3,261
Merritt	20,000	West Valley	20,000
Modesto Junior	19,980	Yuba	20,000

- The Carl D. Perkins Act has targeted funds to serve single parents, displaced homemakers, and single pregnant women. Fifty-eight colleges were funded to expand preparatory services and vocational education programs and services to assist these target populations to attain economic independence. The colleges identified below are providing these "New Horizon" programs to transition students to attain employment and self-sufficiency.

Alameda	$ 29,392	Long Beach City	$ 35,197
Allan Hancock	36,860	Los Angeles Harbor	43,164
American River	42,955	Los Angeles Mission	40,134
Bakersfield	44,393	Los Angeles Pierce	95,011
Butte	31,075	Los Angeles Trade-Tech	152,300
Cabrillo	53,628	Los Angeles Valley	39,585
Canada	24,864	Marin	25,400
Chaffey	57,630	Merced	30,078
Citrus	25,000	Mission	25,000
Columbia	24,960	Modesto Junior	47,799
Contra Costa	22,185	Monterey Peninsula	25,000
Cuyamaca	46,700	Mt. San Antonio	25,654
Cypress	31,470	Napa Valley	49,466
Diablo Valley	33,945	Orange Coast	53,894
Evergreen Valley	31,231	Porterville	12,166
Feather River	37,770	Rancho Santiago	42,442
Fresno	33,291	Redwoods	42,574
Gavilan	71,485	Rio Hondo	54,203
Golden West	31,457	Sacramento City	45,360
Grossmont	25,000	Saddleback	25,000
Imperial Valley	42,009	San Bernardino	60,029
Las Positas	19,289	San Diego CCD	39,294
San Diego City	38,768	Solano	48,997
San Diego Mesa	38,285	Southwestern	45,186
San Francisco City	45,500	Taft	14,604
Santa Barbara City	25,000	West Hills	47,213
Santa Monica	44,305	West Los Angeles	47,170
Sierra	48,391	West Valley	37,960
Siskiyous	25,000	Yuba	59,023

- Forty-nine community colleges were funded to provide vocational programs and services to overcome sex bias and stereotyping for all students. Specifically, these minigrants focus on an implementation of comprehensive equity programs. Other activities included the coordination of resources to encourage women's participation in nontraditional careers. These minigrants target nontraditional occupations and majors to meet the intent of the Carl D. Perkins Act.

Alameda	$14,904	Monterey Peninsula	$15,000
Allan Hancock	14,626	Moorpark	14,934
American River	15,000	Mt. San Antonio	5,060
Bakersfield	15,000	Napa Valley	14,975
Butte	13,543	Orange Coast	15,000
Cabrillo	14,976	Rancho Santiago	15,000
Canyons	12,605	Redwoods	14,769
Chabot	15,000	Rio Hondo	11,122
Coastline	6,980	Riverside	10,850
Crafton Hills	14,998	San Diego CCD	15,000
Cypress	14,620	San Diego City	15,000
Feather River	14,997	San Diego Mesa	15,000
Foothill	14,958	San Diego Miramar	6,188
Fresno	14,944	San Francisco City	14,993
Glendale	14,958	Santa Barbara City	12,969
Golden West	14,956	Santa Monica	12,366
Grossmont	15,000	Sequoias	15,000
Los Angeles Harbor	13,822	Sierra	15,000
Los Angeles Mission	14,900	Siskiyous	9,626
Los Angeles Trade-Tech	13,174	Southwestern	11,409
Los Angeles Valley	14,999	Taft	9,636
Merced	6,927	Victor Valley	15,000
Merritt	14,885	West Valley	15,000
Mission	15,000	Yuba	14,603
Modesto Junior	14,965		

- Three community colleges that serve "New Californians" have been funded to provide access and skill training for single parents. These model projects connect with local programs—GAIN, EDD, and JTPA—and the colleges to provide specific skill training and support services.

Los Angeles Mission	$ 50,000	San Diego CCD/CEC	$ 50,000
Long Beach City	50,000		

- Three projects were funded to train and support women in nontraditional careers. These projects offer additional support services, such as counseling and weight training, to develop women for occupations traditionally dominated by men.

Diablo Valley	$49,935	San Joaquin Delta	$ 49,723
San Jose	44,702		

- Four displaced homemaker outreach programs were funded to coordinate local resources with community-based organizations to better serve displaced homemakers and single pregnant women. Activities included access to GAIN, JTPA, CARE, EDD and other community resources to assist students to become economically self-sufficient.

Long Beach City	$20,000	Siskiyous	$20,000
San Diego CCD	20,000	Solano	20,000

- Four colleges were authorized to provide "LINKS" projects to encourage women to enroll in math/science and technology programs. These programs provide women with innovative strategies and program linkages to four-year colleges in related fields to involve them in math/science and technology careers. These models will be shared with other colleges to increase women enrollments in math/science and technology counseling and programs.

Cerritos	$74,999	Glendale	$24,840
Diablo Valley	24,995	MiraCosta	25,000

- The Evaluation Training Institute was awarded $95,533 for "New Horizons: Regional Coordination Program for Single Parents/Sex Equity." This program supports the statewide coordination of single-parent gender-equity activities in the nine regions of California. Specifically, the project coordinates the conduct of nine regional workshops—with nine consortium meetings, the publishing and distribution of two newsletters, and the provision of statewide technical assistance to college staff.
- The Evaluation Training Institute was awarded $122,449 for "Program Accountability Model" (PAM). This project collects and analyzes data on the community colleges' uses of single parent and sex bias funds. This information will be used for decisionmaking purposes by the statewide advisory committee, for reporting to the U.S. Office of Education, and for inclusion in the annual performance report.
- TRIDENT was awarded $85,057 for "Civil Rights Compliance Reviews." This project is responsible for the completion of desk audits at twenty-seven colleges; on-site reviews at seven colleges; the development of letters of findings, follow-up letters, and college visits; and the provision of technical assistance and the report of all activities to the Office of Civil Rights.
- The Hornet Foundation was awarded $50,000 for "LINKS: A Coordinating Program for Projects Funded in the Math/Science Network." This project is responsible for the statewide coordination and technical assistance function for the locally funded LINKS projects at the community-college

level. The LINKS projects encourage, at the community college, the enrollment and participation of women in science and technology programs and careers.

- The Evaluation Training Institute was awarded $50,000 for "GEMS." This project provides statewide coordination and technical assistance for local community college gender equity programs and services. The contractor is responsible for supporting gender equity activities.
- KCET was awarded $20,000 for "What Works at Work?" This project provides funding to produce a videotape on workplace requirements. This videotape will be used to train students on requirements and standards in both the public and private sector workplaces.
- Sierra College was awarded $34,000 for "Annual Training for Single Parent/Gender Equity Program Directors." This project funds the planning, development, and conduct of a statewide training session for 150 community college single parent and gender equity personnel.
- Los Angeles City College was awarded $75,000 for "High Technology Demonstration Project." This project develops and coordinates an innovative internship program for both disabled and disadvantaged Los Angeles City College students.
- The Evaluation Training Institute was awarded $115,508 for "Comprehensive Resource Model for Special Populations." This project reviews successful vocational programs and services previously funded. Following selection criteria, a dozen projects were identified and materials were developed for dissemination and training. Additionally, this project provides technical assistance to colleges interested in the replication and provision of model programs or services.
- Foothill-DeAnza CCD was awarded $50,000 for "Student's Ultimate Career Coursework Employment and Student Services Handbook" (SUCCESS). This model project develops a student service handbook to assist students in securing employment and to prepare them for the world of work. Copies were distributed to Students Services deans.
- San Diego CCD was awarded $50,000 for "Promoting Access to Vocational Education for Limited-English Proficient Students—Electronics." This model project targets, promotes, and involves limited-English speaking students in electronics programs. Students were provided with support services and assistance to participate in San Diego electronics careers.
- Rancho Santiago CCD was awarded $47,000 for "Expanding Linkages/Partnerships with Community-based Organizations—Basic Skills." This model project links local community-based organizations with the college to improve basic skills programs. This partnership expands efforts between the college and community-based organizations by linking resources and upgrading the basic skills programs.
- City College of San Francisco was awarded $45,685 for "Expanding Linkages/Partnerships with Community-based Organizations—Construction." This model partnership coordinates the

construction technology program at the college with the local job training partnership agency. This partnership involves construction companies in the private sector and the JTPA agency.

- Grossmont-Cuyamaca CCD was awarded $35,920 for "Expanding Linkages/Partnerships with Community-based Organizations—Insurance Industry." This model partnership develops linkages with the San Diego insurance industry. The college program was updated and student internships were offered.
- Allan Hancock CCD was awarded $46,751 for "Expanding Linkages/Partnerships with Community-based Organizations—Fire Technology." The project updates the fire technology curriculum. Linkages were expanded with the local fire department and the college fire science department.
- Grossmont-Cuyamaca CCD was awarded $75,000 for "Industry Internships for Disadvantaged and Disabled Students." This model partnership program expands linkages with local business and industry to develop student and faculty internships. The internships were created for disabled and disadvantaged students enrolled in technology program areas.
- San Diego CCD was awarded $120,960 for "Las Cumbres: College Outreach for Placement and Assessment." This model project provides for the expansion and outreach services to meet the needs of "New Californians." Community-based organizations coordinated outreach, testing, and student assessment with college staff. These additional support services assisted students and provided a model to better serve limited-English speaking students.
- Mt. San Antonio CCD was awarded $7,500 for "Psychiatric Minigrant for Student Preparation." This project develops a preparatory program for diverse/disadvantaged students to recruit and assist psychiatric technician students preparing to enter the Psychiatric Technician program at Mt. San Antonio College
- Cypress College was awarded $7,500 for the "Hispanic Mentorship Minigrant." This project develops retention strategies for Hispanic psychiatric technician students.
- City College of San Francisco was awarded $50,000 for "Access to Nursing Programs for Limited-English Proficient (LEP) Students at CCSF." This project increases LEP enrollment in vocational training programs by developing bilingual, prevocational ESL and vocational ESL curricula for health care students and by implementing a tutoring program for LEP students in the nursing programs.
- Six vocational education special projects focus on the goal of increasing the number of underrepresented students in vocational programs.
    - Southwestern College was awarded $59,968 to develop a model career counseling program to better coordinate vocational job placement and counseling services for the disabled student programs and services students.

- Southwestern College was awarded $48,871 to develop a model mentoring and industry/ education exchange program. This model was targeted to serve disabled and disadvantaged students.
- Los Angeles City College was awarded $50,000 to develop and expand a model program to assist disabled and disadvantaged students in business development. This model will be disseminated to all seventy-one districts.
- San Diego Community College District was awarded $74,906 to expand a model internship program for disabled and disadvantaged students. The program model has linked with business and industry in five career/vocational areas.
- Southwestern College was awarded $39,279 to improve business programs and services for limited-English speaking students.
- El Camino College was awarded $39,998 to improve the nursing program for limited-English speaking students.

Develop creative incentives to attract and retain faculty and staff from underrepresented groups.

For the past three years, $200,000 has been set aside each year for faculty and staff diversity projects that fund innovative district projects aimed at attracting and retaining faculty. In March 1993, the following fifteen projects were awarded a total of $251,665 for implementation in 1993-94.

- Antelope Valley College was awarded $16,910 for "Underrepresented Faculty Development Project." This project increases the number of underrepresented faculty at Antelope Valley College by incorporating an upward mobility mechanism, like the intern/mentor project, which allows minority candidates to be mentored, trained, and given the opportunity to participate as a teaching or counseling intern with a supportive faculty mentor to gain experience and to benefit from incentives afforded through the program. After the internship, each candidate will be evaluated for possible part-time employment as an adjunct faculty member and is eventually expected to be part of the full-time, eligible hire pool and, subsequently, a full-time faculty member at Antelope Valley.
- Butte College was awarded $15,985 for "Quality Through Diversity," a three-day multicultural institute to be presented in January 1994. The institute will have a daily focus on campus issues related to diversity. The three foci are curriculum analysis, communication, and building linkages between curriculum and communication. A keynote speaker will provide insight on the daily topic, followed by smaller individual workshops. Included as participants and attendees are the faculty, staff, and students from Butte, Shasta, and Siskiyou colleges; Mendocino and Yuba colleges may attend.
- Cerritos College was awarded $24,865 for "Partnering for Diversity." This project develops an upward mobility program (Track 1) and a mentoring program (Track 2). Track 1 will increase the

participation of present employees, who are members of underrepresented groups, in positions of leadership (i.e., committee chairs, department chairs, program directors, deans, and administrators) through a series of "how-to" leadership-skills workshops and job-shadowing experiences. Track 2 will increase the diverse applicant pool for tenure track positions by mentoring graduate students from underrepresented groups.

- Chabot College was awarded $19,895 for "Beyond Equal Opportunity: Recruiting and Retaining Diverse Faculty and Staff." This project develops an all-inclusive diversity program to assure that by summer 1994, seventy-five percent of the college's employees will demonstrate a greater understanding of and appreciation for the value of diversity. Twenty percent more underrepresented employees will continue employment with Chabot in 1993-94 than in 1992-93. Newly-formed area networks, publications, and video will be used to recruit more underrepresented faculty and staff and to increase the number of underrepresented persons who are competitively prepared for the employment process.

- Chaffey College was awarded $14,920 for "Working Towards Full Inclusion: In-Service/Intern/Mentor Program." This project develops a mentor in-service program that will increase representation of individuals from historically underrepresented groups and who, without the program, may not have chosen teaching or counseling as their profession. This project goes beyond the previous pilot project—training and mentoring for teaching skills and course content—by changing the teaching environment and campus climate to make the interns feel more included in the various departments. This project will increase the faculty diversity at Chaffey College as well as increase the statewide pool of qualified experienced candidates.

- Citrus College was awarded $7,960 for "The Mentoring Academy for California Community Colleges." This project develops a mentoring academy to assess the climate and culture of the campus; assist mentors in assimilating new employees into the environment; train ten employees in interpersonal dynamics, coaching/mentoring skills, and cultural sensitivity to act as mentors to new employees for a period of six months; create a mentoring handbook, which will be distributed to the California Community Colleges' Affirmative Action Officers and will be used by department chairpersons, supervisors, mentors, and mentees. By meeting these objectives, institutions will be provided with a comprehensive program to sensitize faculty and staff to the need for diversity to retain and motivate new employees and to develop internal opportunities for underrepresented groups.

- Grossmont College was awarded $15,915 for "Enhancing Diversity Via Structured Recruitment Bridges." This project creates a job bank of diverse, part-time employees; establishes uniform, part-time hiring procedures to provide greater access to individuals from underrepresented groups; establishes a formal recruitment relationship with local defense industries; and enhances the employable skills of job bank applicants, thereby increasing their chances of retention and success within the community college system.

- Los Rios Community College District was awarded $20,890 for "Academic Search Project for the Innovative Recruitment of Educators (ASPIRE): Institutionalization Phase." This project identifies underrepresented students who are interested in becoming community college instructors, and who have the potential to do so; helps students complete their community college objectives; helps students transfer to the four-year college that will best prepare them for graduate school in their academic field; maintains contacts with students after they transfer and helps them prepare to teach in the community college system; provides in-service activities to sensitize faculty and staff to the need for diversity; pursues funding sources for the institutionalization of the project; prepares a manual explaining how to implement and institutionalize the project and disseminates it to all community colleges; and prepares the final report, summarizes the journal, disseminates materials, and presents an overview of the project at the annual diversity conference.
- Palomar College was awarded $9,950 for "Leadership Through Diversity." This project develops a specific-faculty link and leadership role through the establishment of a Faculty Diversity Coordinator, who will assist in a variety of efforts designed to increase and emphasize diversity. Faculty will be given opportunities to serve as mentors to graduate students and new part-time faculty from underrepresented populations and these graduate students will be given opportunities to work as teaching interns and observers. These mentoring experiences will sensitize faculty to the benefits of diverse cultural and nontraditional gender perspectives. In-service workshops and other modes of professional development will assist with the integration of these perspectives into the curriculum and other classroom activities. Individual departments will develop diversity plans that encompass curriculum, hiring practices, and student retention.
- Rio Hondo College was awarded $16,910 for "Faculty and Staff Diversity Program." This project creates an orientation program to retain employees from underrepresented groups; creates in-service activities that increase faculty and staff awareness for diversity and for sensitivity to the needs of fellow employees from different underrepresented groups; and produces a videotape and workbook on sexual harassment issues and laws.
- San Bernardino Valley College was awarded $13,925 for "In Another Voice: Video Essays as a New Way of Listening." This project develops a series of video mini-documentaries that explore the concerns of minority faculty, minority administrators, female faculty and staff, disabled students, and Asian students on our campus. Unlike commercially-prepared programs or panel discussions, these videotapes will focus-in our campus to the concerns and perceptions voiced, and will serve as a unique discussion starter and training tool. The videotapes will also serve as a model for other campuses interested in developing their own campus-specific training tools.
- Santa Barbara City College was awarded $15,915 for "Project Diversity." This project develops a systematic, comprehensive model for the recruitment and hiring of full-time underrepresented faculty into health occupations programs in Region 6, through the leadership and coordination of the Health Occupations Resources Center. Three objectives have been established to achieve these goals:

(1) to increase the appreciation that faculty and staff have for incorporating diversity into the full-time employee pool in these programs; (2) to increase the pool of underrepresented candidates applying for positions in health occupations programs in Region 6; and (3) to develop procedures to aid in the employment of underrepresented faculty in these programs.

- Solano College was awarded $19,895 for "Designing and Providing a Positive and Nurturing Campus Environment." This project establishes year-long planning for an on-going retention program for underrepresented and new staff at Solano College. The grant funds the development of a team to identify the weaknesses in our existing system, to design and develop training skills applied to diversity and the disabled, and to develop a plan for future years. This project includes planning time, outside consultants, development of training materials, and release time for instructors.
- State Center College was awarded $22,880 for "Staff Diversity Intern Program," a collaborative, result-oriented project that will combine the recruitment and retention efforts of three community college districts into a coordinated effort to increase the representation of ethnic minorities as faculty members. Through this project, people with excellent teaching potential, but who may lack teaching experience, will be brought into the community college system. The consortium will identify and recruit talented members of underrepresented groups who will be hired as one-year, part-time faculty interns and paired with mentor teachers at Fresno City, Kings River, Sequoias, and West Hills colleges.
- Victor Valley College was awarded $14,920 for "Diversity Intern Project." This project recruits and selects five faculty mentors and five interns, primarily ethnic minorities and women; recruits and selects one presidential intern and one administrative intern, as well as one presidential mentor and one administrative mentor to provide each intern with leadership training; conducts training for interns and mentors; and increases diversity awareness through the training of fifty employees.

Identify potential teachers early and utilize methods for motivating those from underrepresented groups to enter the teaching profession.

- The passage of Senate Bill 9 and corresponding Board of Governors' *Standing Orders* made faculty-intern programs that foster diversity viable options for districts. These programs are being used by districts to make greater gains in their hiring rates of underrepresented faculty. Chancellor's Office staffing limitations have precluded further efforts to address this goal.

Develop effective programs for recruiting underrepresented faculty from within California and out of state.

- The California Community Colleges' Faculty and Staff Diversity Registry continues to be the most effective vehicle to recruit underrepresented faculty from within California and from out-of-state. This fiscal year the Chancellor's Office also contributed a portion of the costs for the statewide northern and southern affirmative action job fairs, which were devoted to statewide minority recruitment. Funding of the contract for the registry was increased to include a national advertising campaign.

Encourage chief executive officers to assert leadership in affirmative action and hold them accountable.

- The Chancellor has been personally involved in an awards-recognition program that acknowledges the California Community Colleges districts that have outstanding affirmative action gains. Congratulatory letters acknowledging their achievement in diversity are sent to the chief executive officers of those districts. Each CEO is then publicly recognized during an awards ceremony at the Chancellor's annual conference.

Encourage the development and use of incentives by local districts and colleges to achieve diversity.

- Local districts have completed a third year of the Board of Governors' approved allocation formula, which is incentive driven. That incentive is: That a district with greater progress towards diversity goals gains greater allocations. This incentive system has been accepted and is currently working well.

Implement all components of matriculation to improve the retention and persistence of students and to facilitate the completion of their educational goals.

The Board has strongly supported the local districts' implementation of all matriculation services by:

- allocating $41 million annually. This amount is currently being matched by the districts at an 81 percent rate, rather than the required 75 percent.
- providing a wide variety of technical assistance to the districts (workshops, forums, staff training, site visits, publications, and technical reports) to assist in improving their services.
- continuing to emphasize the importance of district research and evaluation activities to assess the effects of matriculation on students.

The positive effects of the districts' implementation of matriculation have been detailed in:

- a twelve-college study completed by the Chancellor's Office staff (to be updated in 1993), which notes higher grade point averages and persistence rates among students who participate in matriculation services, with particularly strong effects among students from lower socioeconomic backgrounds; and
- individual studies (which are not required to be submitted to or compiled by the Chancellor's Office) conducted at every college in the system, which report the effects of matriculation on student outcomes, such as persistence, retention, goal selection and attainment, grades, etc.

Design a comprehensive service package that couples instruction and support services to best meet identified students needs.

- Continued efforts to expand and emphasize comprehensive services—assessment, student educational plans, counseling, etc.—combined with instruction and follow-up services, have contributed significantly to the improved placement of students and the increased information provided to students concerning their academic and career choices. These efforts have improved the persistence and retention rates for students for whom intervention practices and services are provided.

Enhance the current efforts of special support programs in recruiting, retaining, and transferring underrepresented students through a more comprehensive assessment of program activities.

- Incentives have been offered to districts to improve the quality of the data submitted to the management information system, which provides the outcome information about special support programs. Although comprehensive reporting is an achievable goal, current efforts indicate that the special support programs are effective in the area of recruiting, retaining, and transferring underrepresented students.

Strengthen the Chancellor's Office leadership role within the areas of health services, admissions, counseling, and student development to ensure all support services are adequately provided and available to students needing such services.

- Because of the need to develop comprehensive strategies to provide services to all students, the Chancellor's Office has taken an active role in developing a working relationship with those activity areas that in the past were not considered to be special support services, such as health services, admissions, counseling, and student development. Over the past year, staff has been assigned to these areas. Support services, and their role in student matriculation, are vital to student success. An appreciation and recognition of these services and activities throughout the community colleges has allowed our office to offer leadership and guidance to these service areas.

Assure ease of application and adequate funding for student financial aid.

The Board has taken affirmative, supportive steps with state-funded aid programs, and it has:

- Provided $35,967,415 in grants to offset enrollment fees for more than 300,000 low-income students.
- Supported legislative efforts to change the Board Financial Assistance Program from a grant program to a fee-waiver program, to both simplify its administration and assure its ability to assist growing numbers of eligible students to pay increased fees.
- Supported legislative efforts to decentralize the state's Cal Grant program and to increase the share of dollars received by community college students.

With regard to federally-funded programs, the Board has also been active, and it has:

- Requested assistance from the California Congressional Delegation to restore Pell Grant eligibility to both single, independent students and to dependent, working students to correct a negative effect of the Higher Education Amendments of 1992 (reauthorization).
- Requested assistance from both of California's Senators to prevent the elimination of State Student Incentive Grant (SSIG) funding, which would eliminate $11.6 million from the State Cal Grant program.
- Sought protection for Pell Grant funding in the 1994 Federal Budget, to maintain the 1992-93 maximum grant amount of $2,300 for 1993-94.

GOVERNANCE

Since its creation in 1968, the Board of Governors' role has been to provide leadership and direction for the California Community Colleges, while preserving their autonomy and local control to the maximum degree possible. Seventy-one elected local trustee boards are responsible for the management and operation of local colleges.

Reforms contained in Assembly Bill 1725 (1988) have strengthened and expanded the leadership role of the Board of Governors and their governance of the statewide system known as the California Community Colleges. These reforms and the major demographic shifts within California underscore the need for the California Community Colleges to become equal partners with the University of California and the California State University in the state's tripartite system of public higher education, and for the Board of Governors to assume a key role in this change.

INITIATIVES

Continue the development of a Chancellor's Office that provides coordination and leadership for the system.

- Given severe budget cutbacks, the Chancellor and the Board have engaged the consultation process to assess where the Chancellor's Office should concentrate its limited resources, including which functions should be suspended or eliminated.

  Because of continued reductions in state general fund support the accomplishment of this goal was made extremely difficult. However, initial efforts to reorganize remaining staff resources to focus more clearly on the Chancellor's Office coordination and leadership roles (as opposed to a compliance role) have begun.

Seek legislation to strengthen the system and to enable it to function more effectively.

- Through a collaborative effort within the community college system, the 1993 Legislative Program was developed and endorsed by the Board. This program outlined various measures to be introduced by or supported by the Chancellor's Office to strengthen the system, including bills to improve fee structure, expand student financial aid and access, ease capital outlay approval, and clarify vocational education responsibility, among others.

Maintain local authority and control in the administration of the California Community Colleges.

- The Board is considering regulatory changes to suspend certain functions. These changes will allow for local flexibility so that districts can maintain access and quality in their programs.

Recognize the Board's role and participation in shared governance.

- The Board of Governors and the California Community College Trustees board have arranged to meet three times each year for purposes of consultation. This goal is largely implemented.

Analyze AB 1725 for areas of Board of Governors authority and responsibility.

- Staffing limitations have precluded action on this goal.

Work cooperatively to strengthen and enhance the effectiveness of the system's consultation process.

- The new consultation policies and procedures have been in effect for over a year. This goal has largely been implemented.

Assist districts in implementing new minimum standards for participation in governance.

- Staff provided shared governance workshops, on request, for at least four districts during the last year. Staff has also responded to numerous telephone requests for clarification and assistance.

Encourage the statewide Academic Senate and students (student government) to assume leadership roles in governance.

- Ongoing staff liaison has been established with both the Academic Senate and the Council of Student Body Governments.

Promote the California Community Colleges as a system of quality higher education.

- Activities at the state and national level are designed to demonstrate the impact of the California Community Colleges as a system. A focused effort to bring media attention to the economic development delivery system inherent in the structure of the California Community Colleges has resulted in numerous meetings with editorial boards and top editors. The issue of systemwide impact also was the focus of remarks made by a White House spokeswoman, to a meeting of 1,200 educators, and remarks by the Chancellor when speaking before various Congressional committees.
- A revised and updated speakers' packet, which provides information on an overview of the California Community Colleges, was widely distributed throughout the system to give all speakers a common informational base with which to promote the system.
- This year, a news *Alert* bulletin system, to provide college leaders with the latest legislative information, and a collateral *Focus* sheet that highlights key material on programs of specific legislative interest were developed.

Improve the image of the Community Colleges by strengthening communication externally and internally.

- External communications are handled primarily through the *Impact* newsletter that is distributed quarterly to 5,000 business and government leaders, through a variety of public affairs television and

radio shows, through the targeted use of the State Chancellor's Hour satellite show on cable and public access television, and through public speaking engagements that emphasize the benefits of the community colleges. Nearly two dozen public speaking engagements to interested groups have occurred over the academic year.

- A statewide publications program has been suspended because of funding constraints, but some materials—such as overviews of vocational programs, the California Manufacturing Technology Center, and the Economic Development Network—are being developed through individual program funds.

- The Chancellor's Office receives more than ninety telephone inquiries, an average of six press calls, and five written inquiries per day. Responding to these in an accurate, timely, and appropriate manner is directly related to improving the overall image of the Chancellor's Office, as well as the system. The presence of a part-time public information officer allowed for increased responsiveness to the colleges, the public, and the press. Working three days a week, the individual handled nearly thirty calls per week from our colleges, plus nearly a dozen college and weekly news reporter calls. Additionally, he responded to thirty letters of inquiry each month, many of which were referred by the Governor or by legislators.

- Internal communications products were expanded this year to include the *Alert* and *Focus* sheets, fact packets, system overview information, regular issues briefing sessions, and information directories. The Chancellor's Office in-house newsletter—*News, Notes & Comments*—was revived.

- To facilitate improved access to library collections and other instructional resources, several initiatives have been implemented, including the development of a common data base and the installation of facsimile machines in every library. In addition, increased faculty use of electronic networks allows the sharing of innovative curriculum, classroom-based research, and other important information.

Work with the California Community Colleges Foundation to develop a significant role in the area of public relations and fundraising to support the initiatives in *The Basic Agenda*.

- The California Community Colleges Foundation (foundation) provides the principal support for the communications and public information programs of the Chancellor's Office. This has allowed for the printing of a statewide newsletter and fact cards. This year the foundation, along with its public relations firm, has provided additional support in numerous ways, including:

    - Securing sponsorship, staging an event, and assisting with a media swing to promote the Interscholastic Alliance of African-American Males (IAAM) program at Los Angeles Southwest College.

    - Assisting the Board of Governors' rewarding of excellence through the Excellence in Education Awards and the Exemplary Program Awards.

    - Providing assistance with media placement and a press conference for the ED>Net Award winners.

- Securing corporate sponsorships to replicate the successful mentoring program Early Start, which is now housed at four colleges.
- Establishing and expanding the administration of scholarships for California Community Colleges students. Three major corporate sponsors from the utilities industry are now sponsoring scholarship opportunities throughout the state.
- Directing the activities and membership of the Chancellor's Council, a group of prominent business and community leaders who support community college education. To date, twenty members have donated more than $20,000 to support the Chancellor and the Board of Governors.

Utilize the California Community Colleges Foundation as the primary entity to raise private sector contributions for the system.

- The foundation has secured approximately $11 million from nineteen separate funding sources in private and public sector partnerships.

Continue to develop and implement a full-service news, communications, publications, marketing, and public events support unit for the Board of Governors and California Community Colleges.

- The loan of a college information officer, half-time, for the 1992-93 academic year substantially increased the ability to gather and to distribute college information, as well as to be more responsive to college inquiries, public inquiries, and the news media. The previously vacant writer/editor position was filled to provide consistency in reports developed and issued by the Board of Governors and the Chancellor's Office.
- Fourteen press releases were issued and more than a dozen press conferences were held in conjunction with the Chancellor's Office during the 1992-93 academic year.

Increase national visibility and the reputation of the California Community Colleges.

- The Commission on Innovation is winding up its highly visible activity on behalf of the Board. The release of its report, which is funded by the Ford Foundation, Southern California Edison, and the Business Roundtable, should result in significant national attention. The report is expected to be presented to the Board of Governors in October 1993.
- Two new agreements with national organizations were developed: the Rensselaer Polytechnic Institute of New York developed a second statewide agreement with the Chancellor's Office, to accept community college students into their School of Business; and the Sandia National Laboratory, in an agreement with the Chancellor's Office, has established an alliance with the California Community Colleges for sharing and delivering technical assistance to California industries.
- To establish California as a model national program, the Chancellor has testified before several Congressional committees and to individual members of Congress regarding various components of the Economic Development delivery system (ED>Net).

- A representative of the White House spoke at the Chancellor's Office annual conference; she stated that the need for and importance of community colleges was recognized by President Clinton.

Provide technical assistance and oversight to the Community Colleges in administering the new employment reforms.

- The full-time staff person hired to address issues of minimum qualifications also handles employment issues. Staffing shortages have curtailed further efforts toward staff development and staff diversity.

Complete the study of collective bargaining when funding becomes available, as provided in AB 1725.

- No funding has been allocated to conduct this study.

Implement fully and evaluate the effectiveness of the systemwide Management Information System.

- Implementation of Phase I of the management information system (MIS) is complete. Reports using MIS data have been the major focus for 1992-93. In 1992-93, several hundred reports were produced from MIS data to support the activities of the legislative advocates, research and analysis, and fiscal services. The 1992-93 State Budget included funding for statewide implementation of Phase II. In 1993-94, implementation activity will share center stage with the continued development of reports from the project's first phase.

Fiscal Policy

The demand for community college education has been increasing faster than the state's adult population, the measure that is used to limit or cap enrollment for which the colleges are funded. In recent years, this funding cap has constrained the system's expansion and destabilized individual district funding. Consequently, colleges cannot quickly respond to the rapid increase in enrollment demand by special populations, to improve mandated access for the underrepresented, or to plan effectively for continued growth and an ever-changing curriculum.

Demand for community college education in California is expected to remain strong throughout this decade because of a slow economic recovery (many unemployed seeking retraining), continued immigration, rapidly increasing numbers of high school graduates, and the potential redirection of students from the University of California and the California State University due to budget constraints.

Despite the revenue guarantees contained in Proposition 98, the California Community Colleges will not be able to accommodate all of their potential growth and will not be able to secure funding for all of those students over the cap. In order to maintain their mission under the *Master Plan*, the system must become even more cost-effective at delivering its programs than it is now and/or obtain additional sources of financial support.

Initiatives

Increase the productive use of State funds and demonstrate accountability for their use in district budgets.

- Staff continues to monitor all districts for fiscal stability. In addition, workshops were held with district auditors to emphasize areas that should be covered.

Seek more cost-effective ways to deliver the services of Community Colleges.

- The Chancellor's Office has established a telecommunications/distance learning project team whose primary focus is to coordinate the policy development and planning efforts to advance telecommunications internally. The team identifies methodologies to address instruction and/or administration; develops plans for implementation; makes policy recommendations; and identifies funding sources, which include both general fund and external sources.

- A major effort is underway to increase the use of distance education by removing regulatory and other barriers. Revised regulations will permit colleges to offer distance instruction for nontransferable and noncredit courses.
- A planning grant to develop a strategic telecommunication plan for the California Community Colleges has been submitted to the U.S. Department of Commerce's Public Telecommunications Facilities Program. The plan is to identify the systemwide applications and seek the most cost-effective method to deliver these services statewide, via an integrated voice video data and image electronic network to the students, the faculty, and the greater community.

Explore ways to secure funding through partnerships with both public and private agencies.

- The Chancellor's Office has secured funding for economic development and vocational education training and retraining, through partnerships with state agencies—the Employment Development Department, the Department of Trade and Commerce, and the Department of Health Services—and the Employment Training Panel. In addition, federal funds have been secured through the Job Training Partnership Act, the Vocational and Applied Technology Education Act, and the National Institute for Standards and Training.
- Members of the Chancellor's Office Telecommunications/Distance Learning Project Team have received training in the area of grantsmanship. Activities of this project team are to research and develop plans for implementation on identified instructional and instructionally-related issues, to make policy recommendations, and to identify funding sources that include both general fund and external sources.
- Two proposals for funding have been developed by team members in the last six months. One proposal has resulted in an interagency agreement with CALTRANS to establish telecommuting centers in a demonstration project. The centers will also be used for districtwide videoconferencing and for delivery of distance instruction.

  Notification on the acceptance of the second proposal, a planning grant to develop a strategic telecommunication plan for the California Community Colleges submitted to the U.S. Department of Commerce's Public Telecommunications Facilities Program, is pending.

Consider both the enrollment demand of California's changing student population and the need for facilities to accommodate that demand when developing the system's budget. Plan for this demand should be coordinated with the other segments of higher education.

- Four new educational centers—Folsom (Los Rios CCD), Lompoc (Allan Hancock CCD), Vacaville (Solano CCD), and Madera (State Center CCD)—have been approved for funding. These centers are in areas where a disproportionately high number of underrepresented students reside. The selected areas each have low participation rates, and these new centers will reverse this pattern.

Implement the long-range plan for capital construction in the Community Colleges:

Provide for new facilities in the colleges.

- A fifteen-year plan was submitted and approved by the Board of Governors in January 1991. In January 1992, the Board authorized the first comprehensive five-year plan for the California Community Colleges; two updated five-year plans have subsequently been enacted. Based on these plans, four new educational centers have been approved and one is in the process.
- For 1993-94, the number of and dollar amount for capital projects approved for state funding will exceed $400 million. This is more than double the largest amount every approved in the past.

Complete those campuses that lack adequate support facilities.

- Most of the projects approved for 1993-94 involve projects that will improve existing facilities or provide new facilities on existing campuses.

Consider child care as a priority in college capital outlay.

- In the past two years, nine child development centers have been approved for construction: College of the Sequoias, Solano College, Antelope Valley College, Butte College, Chabot College, Rio Hondo College, Crafton Hills College, College of the Canyons, and Santa Rosa Junior College.

Develop a capital construction plan for the Chancellor's Office.

- Budget limitations have precluded efforts to address this goal.

Consider alternate budget mechanisms to the cap.

- A growth task force, which has been working for several months, has identified the major components for changing the way growth funds are distributed. Its work should be completed in time to be implemented for 1994-95.

Continue to advocate for resources at the State level, with the support of local trustees.

- A significant amount of staff time has been devoted to implementation of this goal. In addition, communiqués have been sent to the field to encourage the participation of trustees and other district representatives.

Seek additional funding in areas of identified need and in areas where existing resources are being utilized to the fullest extent possible.

- Budget augmentations were requested in several areas; however, due to budget constraints, growth funds were only provided for the major categorical programs and for overall student enrollment. In addition, funds were provided for expansion of the Cooperative Agencies Resources for Education program.

Review Program-Based Funding.

- The student services component was reviewed and the procedure to compute headcount was modified to provide a more fair system.

Educational Quality

All students need a better understanding of different cultures. There is a growing need for a far better understanding of the peoples, cultures, and economies of other nations and of California's leadership role in international activities. California's population is becoming more culturally diverse, older, and in need of increasingly more sophisticated education at the postsecondary level. Consequently, the California Community Colleges are enrolling more students who are older, tend to work, need child care, and want off-campus classes at flexible hours. There are also more students who need instruction in English as a second language and in basic skills; who are low income, needing financial aid; and who are the first in their families to attend college, often requiring special services and encouragement. Many students enroll in a community college to gain the skills required for employment in jobs that are expected to be more complex than they are today.

Responding to these trends and the problems they imply requires a concerted effort on the part of the community colleges, particularly on the part of those responsible for instruction and for student services across the entire scope of college programs.

Initiatives

Maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning.

- The Chancellor's Office, in conjunction with the Academic Senate, has developed and produced a new Curriculum Standards Handbook, which has been distributed to the colleges in several formats (print, diskette, etc.). (This publication replaces Chapters I and II of the Chancellor's Office *1985 Handbook on Courses and Program Approval, Review, and Reporting* and the *1987 Course Standards Handbook.*) It includes the revised procedures for new program approval and incorporates all changes in the law that have occurred since the publication of the 1985 handbook, including new standards for transfer, vocational, and nondegree credit courses.

  To assist colleges in making the transition to the new procedures, a series of regional orientation sessions were jointly held by the Chancellor's Office, the Academic Senate, the Chief Instructional Officers, and the Chief Student Officers.

- The Fund for Instructional Improvement supported nineteen projects designed to directly improve the quality of teaching and learning at community colleges during 1992-93.
    - Foothill College was awarded $41,248 for the "Student Success Workshop Project." This project addresses the problem of low student persistence by training one hundred faculty to use in-class techniques that will help them increase their students' active involvement in and responsibility for their own learning.
    - Ohlone College was awarded $10,000 for "Computer Coaching to Improve Student Writing." This project develops a computer-aided technique for annotating student papers in a manner that explains errors in simple terms, rather than in the abbreviated notations commonly utilized by English instructors.
    - Ohlone College was awarded $10,500 for "Infusion of Critical Thinking Skills Across the Curriculum." This project improves the traditional instructional programs at Ohlone College by training instructional staff to infuse critical thinking skills into all aspects of the college's curriculum.
    - Hartnell College was awarded $11,614 in grant monies and $5,972 in loans for "Using the Computer to Improve Teaching and Learning in Calculus for Business, Biological and Social Sciences." This project develops a business calculus curriculum based on the use of computer software as a tool for interactive and discovery learning.
    - Bakersfield College was awarded $33,700 for "BEST: Better Education through Strategic Teaching," an intensive, one-year, staff development program to develop a cadre of well-trained, experienced, learning-strategy instructors.
    - Bakersfield College was awarded $20,000 for "Introductory Biology Curriculum Reform." This project reorganizes the biology–majors sequence around the concept of science as a process and is a deliberate move from passive to active learning.
    - Mt. San Antonio College was awarded $10,000 for "Interactive Technology Integration." This project aids faculty to integrate nontraditional forms of instruction into curriculum offerings.
    - Napa Valley College was awarded $96,213 for "The Cross/Angelo Assessment Model—Expansion and Institutionalization." This project, composed of a consortium of California Community Colleges under the lead of Napa Valley College, expands the Cross/Angelo classroom-based research project to at least twenty-four additional colleges in California. The project, which over the past seven years has been developed and tested at more than thirty-five colleges, has been touted as one of the greatest methods available to improve the teaching and learning process.

- Palomar College was awarded $12,000 in grant monies and $1,985 in loans for "English Computer-Critical Thinking, Reading, and Writing Modules." This project develops an interactive, multimedia program on both comparison/contrast and analysis writing for both teaching and independent learning.
- Palomar College was awarded a $52,975 loan for "Computer Laboratories in Mathematics Education (CLIME)." The project establishes a 20-station mathematics computer laboratory and develops integrated lecture/laboratory courses that will emphasize the development of students' higher-order cognitive skills in mathematics, rather than rote manipulation. These loan funds also augment other funding sources.
- Chabot College received $14,997 in grants and $32,930 in loans for "Distance Education Support Center Grant/Loan Combination." This project provides educational services within a Distance Education Support Center for older, working adults who wish to take transfer education courses.
- Las Positas College was awarded $9,250 for "Using Small Group Instructional Diagnosis to Improve Teaching and Learning." This project develops and pilots a process that uses faculty facilitator-led small group discussion among students to provide feedback to an instructor, in order to improve teaching, provide suggestions for strengthening the course, and increase communication between the students and the teacher.
- Southwestern College was awarded $9,737 for "Students Use Inexpensive New Technology (Photo CD) to Orient Themselves to the Southwestern College Library." This project improves the library skills of students, staff, and other library users by means of an always-available stand-alone technology, which can also be used as a supplementary resource to improve the existing library research course and the scores of group orientation sessions.
- Southwestern College was awarded $12,225 for "Project CA/RE" (Classroom Assessment/ Retention Enhancement), to implement a classroom assessment model (based on the theories and practices developed by Cross and Angelo). Techniques are employed to help faculty better identify classroom climate and teaching behaviors that are appropriate to the learning needs of underrepresented students.
- Columbia College was awarded $29,600 for "Rural Improvement Project for Educationally Disadvantaged." This project develops a comprehensive limited-English proficiency (LEP) program that will lead to further educational opportunities for its service population.
- Columbia College was awarded $14,988 for "Supplemental Instruction: Improving Student Success and Increasing Student Retention." This project offers academic assistance to target courses with high attrition and failure rates.

- College of the Canyons was awarded $15,000 for "Rewarding the Effective Teaching of Part-Time Faculty." This project improves the quality of instruction by increasing the incidence of good teaching practices among part-time faculty.
- Irvine Valley College was awarded $29,000 in loans for "Loan Application for Life Fitness Center Equipment." This project provides for a computer networking system and advanced exercise equipment.
- Solano Community College was awarded $115,000 in grants and loans for "Personal Work Stations to Increase Staff Computer Literacy and Competency." This project enables college employees to purchase quality personal computers to increase their computer literacy.

Challenge students to increase their performance to the best of their ability.

- Clearly, the local colleges and faculty challenge students through their curriculum choices and instructional abilities. However, the Chancellor's Office—through its leadership in establishing appropriate levels of curricular rigor and intensity, coordination of library and learning resources, and specially funded projects—provides substantial support for both faculty and student efforts.

Expand the cultural pluralism aspects of community college courses.

- In cooperation with the Academic Senate, the Chancellor's Office is collecting information on culturally-inclusive curriculum, to be made available statewide on an electronic network.

Internationalize the curriculum.

- Staffing limitations have precluded efforts to address this goal.

Establish accountability for results, at both the State and local levels.

The Chancellor's Accountability pilot program has produced:

(a) a guide for designing local accountability programs,

(b) models for exemplary local programs,

(c) a detailed plan for implementing a statewide program, and

(d) the framework for a statewide accountability report.

Reaffirm the Board's strong support of programs in English as a Second Language (ESL) and basic skills, which are essential to the Community College mission.

- ESL and basic skills programs continue to experience enrollment growth, in both noncredit adult education and credit instruction. In providing technical assistance to the colleges, the Chancellor's Office continues to stress sequences of courses leading to either an associate degree or occupational enhancement. Many colleges are examining associate degree and transferable ESL courses to assure that they provide a rigor and intensity comparable to foreign language and English language courses at those levels. Many colleges are providing instruction specifically designed for New Californians,

that is, those students who have completed education required under the Immigration Reform and Control Act (1986) and that wish to continue their education at a community college.

Encourage the development of a consistent and comprehensive curriculum for ESL, articulated across all community colleges.

- A document that provides a "snapshot" of precollegiate math and language course sequences is nearly completed and will be circulated to colleges in 1994. A similar document for ESL will be begun in fall 1993 and will be merged with the precollegiate sequence document when completed.
- The ESL Assessment Task Force, funded with amnesty and matriculation funds, has completed the work necessary to define proficiencies and competencies for ESL. The next phase of this work includes the identification of assessment batteries appropriate for placement into ESL courses. In addition, a prospectus for articulation of ESL courses throughout the system will be developed by Chancellor's Office staff.
- Implementation workshops for ESL quality standards and performance measures for noncredit adult education took place in 1993.

Establish a consistent and comprehensive precollegiate basic skills curriculum, with a scope and rigor that appropriately parallels the degree-credit curriculum.

- The Board acted to establish the standards necessary to support a consistent and comprehensive precollegiate basic skills curriculum by approving revised regulations (Title 5 Section 55002[b] and [c]) in September 1991. Staff will continue to provide technical assistance to the colleges to facilitate the implementation of regulations and the development of sequences of courses that will assure college-level proficiency in 30–semester units or 45–quarter units, as required by AB 1725.
- A new initiative, begun with the assistance of the Academic Senate, will attempt to define policies and, where necessary, revise regulations to assure that basic skills courses are fully articulated throughout the system. This will eliminate current problems that have resulted in students being reassessed and having to retake courses identical to those already completed at another campus. This very complex articulation task, which will involve course numbering systems and interaction with all consultation councils, is scheduled for completion in 1994.

Offer more ESL and basic skills courses.

- Although basic skills and ESL areas continue to be the fastest-growing curriculum areas, available course sections are inadequate to meet the current demand in either credit or noncredit adult education. In basic skills and ESL courses, this frequently results in much larger sections of courses. Since prior to 1987, basic skills growth funding has become inadequate, providing for only about 35 percent of the actual growth in 1992-93. Basic skills continues to be the largest cohort of all unfunded full-time equivalent students, amounting to $58 million in 1992-93. In addition, as resources diminish, course sections in all areas of the curriculum will be eliminated.

- The Adult Education Steering Committee is in the process of developing quality standards and performance measures for elementary and secondary basic skills courses offered as noncredit adult education. These standards will assure the quality of noncredit adult education basic skills courses as new courses are developed.
- The Fund for Instructional Improvement supported the following applicable project:
    - Los Angeles Pierce College was awarded $5,618 for "Computer-Based Diagnostic Grammar Test." This project remedies the lack of appropriate diagnostic testing for deaf and other language-impaired community college students.

Encourage the development of a citizenship program to assist California's six million immigrants.

- Transition services and instruction are being added by many colleges to assure consistent access to academic and occupational courses for New Californians who have completed amnesty-required education and who desire to continue their education at a California Community College.

Seek funding to extend the matriculation process to noncredit students.

- Given the Board's continuing concern with the under-funding of current matriculation services to credit students (an estimated 20% shortfall), the extension of funding and services to noncredit students has not been pursued. However, much effort has been made regarding services and instruction for ESL students (including noncredit). The Chancellor's Office has funded the ESL Assessment Workgroup, which developed two documents that were distributed to all districts: *Matriculating the ESL Student* and *ESL Proficiency-Level Descriptors.*

Make vocational education programs more relevant and work with industry and the public and private sector to prepare students for employment.

- A committee of practitioners, required by the Vocational and Applied Technology Education Act of 1990 (VATEA), has developed measures and standards for annual vocational education assessments required by both state and federal law. The four measures are occupational competency, academic gains, retention, and placement.
- ED>Net committees are facilitating communication about economic development programs at community colleges and fostering participation of faculty on committees and in programs.
- Five Assessment Center projects were funded to provide a model program designed to develop a coordinated, unified effort to reach, certify, assess, counsel and refer all JTPA-eligible clients to suitable service providers.

San Diego	$300,000	Santa Clara	$ 300,000
Glendale CC	300,000	Fullerton	450,000
San Francisco	450,000		

- Four Workplace Learning projects were funded to utilize the basic model of structured on-the-job training combined with classroom or theoretical instruction. The acquisition of on-the-job skills by the participant is implemented using such resources as a mentor, a skilled supervisor, or another effective employee.

Merced	$ 75,000	Glendale	$ 75,000
Contra Costa	75,000	MiraCosta	75,000

- Additionally, a small special project designed to promote the participation of community colleges in other JTPA-related programs operated during the program year. The products of that project included a handbook disseminated to all community college districts.

- Economic development programs, facilitated by ED>Net, provided training and development services to local business and industry. A third-party report on these efforts was completed. Data indicate that approximately fourteen dollars were leveraged for each dollar invested.

- Twenty-six projects were awarded a total of $552,653 under the Vocational Education Technology Instructor and Career Counselor In-Service Training fund. Funds for this program are intended to increase the effectiveness of vocational education/technology instructors, career counselors, and existing curricula. Therefore, emphasis is placed on those occupations undergoing the most rapid technological changes. Programs target the need for actual hands-on experience at the worksite by providing individual instructors or counselors with a minimum of six-weeks in a structured worksite assignment.

Santa Barbara City	$ 8,770	Saddleback	$ 18,043
Golden West	3,503	Cypress	9,605
Southwestern	9,521	Fullerton	40,416
Allan Hancock	14,929	San Francisco City	97,344
San Diego Mesa	5,688	Napa Valley	7,012
Peralta CCD	24,960	Foothill-DeAnza CCD	11,232
Los Angeles CCD	100,142	Mt. San Antonio	5,189
Saddleback	15,481	Marin	22,464
Saddleback	18,533	Chabot	47,729
Napa Valley	13,104	Glendale	33,171
Mt. San Antonio	9,539	San Joaquin Delta	11,034
Napa Valley	4,586	Las Positas	3,936
Santa Barbara City	8,850	Las Positas	7,872

- Six projects were awarded a total of $180,000 under the Technical Instructor Intensive In-Service Training fund. Funds for this program are intended to provide a regional assessment of vocational and technical in-service training needs.

American River	$ 30,000	Oxnard	$ 30,000
Diablo Valley	30,000	Compton	30,000
Modesto Junior	30,000	Desert	30,000

- Monterey Peninsula College was awarded $95,000 to coordinate the Vocational Education Leadership Academy, which offers the college faculty and administrative participants current policy information on future trends and identifies resources to assist in the improvement of local college programs. Program participants are given intensive training and are recognized as Carl D. Perkins Fellows.

- San Diego Community College District was awarded $150,000 to continue the coordination of eleven statewide advisory committees that provide input and recommend vocational education programs that are more relevant for students and that effect student transition into the labor market. These advisory committees have strong business, industry, and labor participation to assure vocational education employment relevancy.

- Irvine Valley College was awarded $75,000 to conduct the Vocational Education Staff Development Project, which offers more than ten training sessions on key issues facing community college vocational programs. Through these sessions college staff gain expertise and information to improve vocational education programs and services.

Update the vocational curriculum by incorporating modern industrial techniques.

- Three new vocational education programs are being established to meet an emerging market need: Environmental Technologies, Alternative Fuels, and Biotechnology. Partnerships with Lawrence Livermore Laboratory, U. C. Davis, and various utility companies have assisted in curriculum and faculty development.

- Eight colleges were awarded a total of $720,000 under the Centers for Applied Competitive Technologies program. Primary partners in this effort are the Department of Commerce and the Employment Training Panel. Additional partners include Lawrence Livermore National Laboratory, IBM Corporation, aerospace firms, the University of California, and the California State University.

  Funds from this program were used to acquire a grant from the National Institute for Standards and Technology (NIST), which has created the California Manufacturing Technology Center, located at El Camino College. It will promote the competitiveness of small- and medium-sized aerospace manufacturers and will become a national model for assisting in the conversion of defense suppliers to commercial applications, thus increasing the adoption of environmentally- and economically-sound manufacturing technologies and techniques. The center is funded for $34 million over six years.

In addition to the primary center at El Camino College, satellite Centers for Applied Competitive Technology are located in the Sacramento and San Joaquin valleys (Sierra College, Fresno City College), the San Diego area (San Diego City College), the San Francisco Bay area (DeAnza College), and at additional Los Angeles basin areas (Fullerton, Glendale, and Orange Coast colleges).

El Camino	$ 720,000	Fresno City	$ 100,000
Fullerton	100,000	Orange Coast	100,000
De Anza	100,000	Glendale	100,000
San Diego City	100,000	Sierra	100,000

- Seven colleges were awarded a total of $72,760 under the Environmental Hazardous Materials Technology Faculty Intensive In-Service Training program. Under this program, colleges provide a pool of trained technicians who have completed a certificate or associate degree in environmental hazardous materials technology. The program helps California industry comply with state and local regulations on hazardous materials and provides training opportunities for hazardous materials handling within an industry.

Las Positas	$ 11,000	Allan Hancock	$ 11,000
Irvine Valley	11,000	Golden West	6,760
Mission	11,000	Bakersfield	11,000
Napa Valley	11,000		

- American River College was awarded $95,000 to coordinate the Industrial and Technology Education Project. This project works with both Trade and Industry and Technology faculty to update curriculum and provide in-service training for faculty.
- Sierra College was awarded $95,000 to manage the Computer Managed and Aided Instruction Teacher Training Project. This project continues the review of software for use in the classroom by community college vocational faculty. Over two hundred software programs have been evaluated and the results disseminated to all seventy-one college districts.
- Orange Coast College was awarded $59,994 to conduct the Interactive Training Development Project. This project updates aviation curriculum to comply with changing regulations as mandated by the Federal Aviation Administration.
- Irvine Valley College received a $35,000 grant to improve the business and office occupations curriculum through the dissemination of model curriculum to business programs.
- Merced College took the lead in revision of the correctional science curriculum. The project received $30,000 to update this curriculum.
- American River College received $35,000 to develop the curriculum for compressed natural gas vehicle technician. The project modifies and updates the curriculum for CNE light vehicle maintenance technician.

- Foothill College received $29,968 to update the curriculum for surface mount technology to meet local market needs. This model project has effected strong linkages in the private sector.
- DeAnza College was awarded at $17,352 to revise the curriculum for engineering support technicians to meet the changes brought about by advanced and changing technologies.
- Moorpark College was granted $10,205 to develop and modify Laser/electro-optics technology and related technology curriculum to meet emerging needs.
- Irvine Valley College was granted $30,000 to provide curriculum for Computer Automated Flexible Environmental courses. This curriculum is being modified to meet the changes in automotive regulations.
- Rancho Santiago College was awarded $14,412 to revise and change automotive computer technologies.
- Cal Poly San Luis Obispo was awarded $27,500 to modify agriculture and natural resources curriculum. This revised curriculum will be disseminated to all fifty-three Agriculture and Natural Resource programs.
- Los Angeles Mission College received $59,629 to revise the lifespan curriculum for home economics and consumer education.

Tie vocational courses to both intermediate and long-term labor market requirements.

- The local and statewide advisory committees tie vocational courses to labor market needs through their ongoing input to curriculum update and improvement. Atma and Associates was awarded $240,000 to coordinate the Labor Market Information/Student Follow-up Study. This project provides labor market data, by county, to all colleges for their use in planning vocational courses and programs.
- The State Employment Development Department provides labor market demand information and data for dissemination to the community colleges. This project is funded at $45,000 to provide demand data for local colleges.
- Pilot studies utilizing unemployment insurance wage data have been completed. These data indicate a positive connection between the amount of education and/or training and the wages earned four years later. This study will be expanded in 1993-94 to include all of the colleges.
- Six Regional Health Occupations Resource Centers (American River, Chabot, Santa Barbara, Golden West, Saddleback, and Fresno colleges) were each funded with $138,000 to continue the work between industry and education of coordinating to meet the health care provider manpower needs, and to balance the disabled, ethnic, cultural, and gender representation in those positions. The centers serve to:

(1) Facilitate advisory committee work;

(2) Coordinate educational programs;

(3) Collect, store, and analyze data regarding health care occupations and manpower needs;

(4) Facilitate mentors and mentee connections; and

(5) Establish and manage testing centers for certification of health occupations (currently the CNA [certified nursing assistance] testing program for the Department of Health Services).

Develop worksite educational programs for improving productivity.

- Apprenticeship programs provide worksite educational programs. Cooperative Work Experience programs have developed quality criteria and self-review projects to improve program delivery, quality indicators for job placement centers, and worksite productivity.
- Technology transfer is accomplished in the California supplier information program (CalSip), which trains employees of aerospace subcontractors in the methods of continuous quality improvement.
- Butte CCD was awarded $90,000 for Peace Officer Standards and Training (POST) in the area of Arrest and Firearms, at Butte College. This training utilizes computers, computer software, and interactive laser disk technology specifically designed for arrest and firearms programs.
- Seven colleges were awarded a total of $666,995 under the Workplace Learning Resources Center program. Through these centers, the community colleges provide business and industry with a variety of workplace learning services, including occupational-specific assessment, task analysis, basic skills, English as a second language, analytical and problemsolving skills, and teamwork.

Fullerton	$95,285	Mission	$95,285
El Camino	95,285	Oxnard	95,285
San Diego CCD	95,285	American River	95,285
Rancho Santiago	95,285		

- Five colleges were awarded a total of $579,128 under the Employer-based Training program. This program expands employer-based training by providing funds that are matched from other sources. Proposed projects are designed to meet new or changing job opportunities or are in new or emerging technological fields. These projects assist community colleges to meet immediate and future labor market needs and foster innovation.

Yosemite CCD	$ 119,735	Redwoods	$ 160,081
Long Beach City	96,816	Diablo Valley	52,496
Desert	150,000		

- Contra Costa College was awarded $75,000 for a new workplace learning program to assist employers in developing job-site training opportunities for the unemployed, the economically disadvantaged, and minorities. Initially, the program assists Bioscience (Biotechnology) and Banking/ Finance in both the East Bay and the Richmond enterprise zone.
- Fullerton College was awarded $300,000 to develop a centralized employment and career center in downtown Anaheim through partnerships with the Anaheim SDA, Orange County SDA, Anaheim Union High School District, North Orange County regional occupation program, and the Orange County Department of Education. The location provides the greatest access to participants; 350 clients were served in 1992.
- Glendale Community College was awarded $300,000 for the Verdugo Occupational Assessment Center, a model program designed to develop a coordinated, unified effort to reach, certify, assess, counsel, and refer all JTPA-eligible clients to suitable JTPA service providers within the Verdugo service delivery area. It unifies the efforts of all service providers and local educational agencies, and offers centralized tracking, assessment, and referral.
- Glendale Community College was awarded $75,000 for the Glendale Workplace Learning Project. This project is designed to improve the delivery of service to both participants and employers. The Private Industry Council, local employers, and the college have joined together to form an advisory council to implement and oversee a model for job-specific skills training customized to meet employer needs.
- Merced College was awarded $75,000 for the Merced Office Skills Training (MOST) Program. This project targets the development of computer-based, office-occupations training that better meets small businesses' needs. Training providers continue to provide "basic training" in computer-assisted office occupations. The MOST program adds specializations in high need areas identified by employers and by Merced's Labor Market Information survey.
- MiraCosta College was awarded $75,000 for a program that allows JTPA-eligibles to access an existing employer-based training program by modifying the curriculum to their needs and by providing the additional supportive training and services necessary to overcome the multiple barriers to training and employment faced by this population. Furthermore, the program will produce a plan for replication at both state and national levels.
- Santa Clara County Service Delivery Area (SDA) was awarded $300,000 for the Santa Clara Assessment Center. This project links JTPA, GAIN/JOBS, and the San Jose City-Evergreen Community College District as a consortium to develop, implement, and evaluate a center especially designed for JTPA participants and to serve as an agency-based model for other SDAs, JTPA contractors, and local educational agencies.
- A San Diego Consortium and the Private Industry Council were awarded $300,000 to develop a model, multilocation program to expand the current assessment capability at four sites in San Diego

County. The project serves a broader range of JTPA-eligible individuals and includes comprehensive service referrals. Program information is used to develop a comprehensive database, which includes labor market information for use in program planning and coordination.

- The Private Industry Council of San Francisco, Inc., was awarded $300,000 to establish an assessment center, which consists of two sites; an itemization of potential services; and mechanisms for identifying access to and acquiring those services. This project is in collaboration with San Francisco City College, the San Francisco Department of Social Services, the San Francisco Unified School District, and the California Departments of Employment Development and of Rehabilitation.

Increase the number of contract-education programs for training and retraining currently employed workers.

- The success of community college contract education programs for training and retraining currently-employed workers is reflected in recent recognition by the Governor and by state legislators that community colleges are primary contributors to the state's economic development.
- Three major contracts for statewide training have been developed and executed, involving over sixty community colleges in the delivery of training. The Department of Social Services, under contract with an IBM subsidiary, ISSC, developed an automated system for case management, which includes a child welfare system/case management system training component to involve up to twenty colleges and 21,000 workers; the California Highway Patrol, Office Automation section, has contracted for computer training in five locations; and Wells Fargo, through its business banking continuing education program, is working with thirteen colleges to train 1,500 mid-level banking officers in such areas as tax analysis, financial accounting, and industry analysis.
- A software program has been developed to collect systemwide data on the number and size of contracts with business and industry. This program will be implemented in 1993-94.
- Two special projects were funded to support the community college contract education programs. Specifically, Diablo Valley College received $65,000 for the Statewide Center for Cooperative Work Experience to provide in-service training and professional development training for cooperative work experience staff; and Coastline College was awarded $30,000 for the collection and development of a contract education data base.

- Nine colleges have received a total of $311,113 in funding from the Regional Economic Development and Contract Education Technical Support and In-service Training program. Participation requires the development and coordination of economic development activities within the state's six regions both internally and with external groups and the private sector. Activities must advance California's economic growth and global competitiveness through quality education and services focusing on continuous work force improvement, technology deployment, and business development.

Los Rios CCD (North)	$ 95,940	Compton	$14,000
Rio Hondo CCD (South)	117,173	Oxnard	14,000
Diablo Valley	14,000	Modesto Junior	14,000
Desert	14,000	Chaffey	14,000
American River	14,000		

Extend Tech-Prep Education programs to all community colleges.

- The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA) authorized $5.9 million in special funding to California for the development of four-year tech-prep education programs. Of these funds, the Chancellor's Office administered $3,961,676.

  A tech-prep program consists of grades eleven and twelve and two years of postsecondary education. Tech-prep education programs integrate applied communication, mathematics, and sciences with sound technical preparation, and call for an applied approach in instruction. Through tech-prep consortia, articulation agreements are established between secondary schools and community colleges.

  First-year funds supported the establishment of sixty-five tech-prep local consortia projects. Local consortia projects were awarded $30,000 per participating community college in each consortium. Tech-prep programs provide students with skills in liberal and practical arts, supplied academics, and intense technical preparation essential for students entering an ever-changing workplace.

Allan Hancock	$ 30,000	Contra Costa CCD	$ 89,991
Antelope Valley	30,000	Fullerton	29,916
Mt. San Antonio	30,000	Palomar	30,000
Chaffey	30,000	Pasadena City	30,000
Butte	30,000	Peralta	119,989
Cabrillo	29,960	Rancho Santiago	30,000
Saddleback	30,000	Redwoods	30,000
Cerritos	30,000	Rio Hondo	30,000
Las Positas	30,000	Riverside COE	60,000
Citrus	30,000	Irvine Valley	30,000
Coast CCD	90,000	San Bernardino COE	90,000
Compton	30,000	San Diego CCD	90,000

Desert	30,000	San Francisco City	29,918
Foothill-DeAnza	60,000	San Joaquin COE	30,000
Gavilan	30,000	San Jose-Evergreen	60,000
Glendale	29,808	Skyline	30,000
Grossmont-Cuyamaca CCD	60,000	Canada	30,000
Imperial Valley	30,000	College of San Mateo	30,000
Kern CCD	120,000	Santa Barbara City	30,000
West Hills	30,000	Canyons	30,000
East Los Angeles	30,000	Santa Monica	30,000
Los Angeles City	30,000	Sequoias	30,000
Los Angeles Mission	30,000	Sierra	30,000
Los Angeles Pierce	30,000	Siskiyou Joint CCD	28,974
West Los Angeles	30,000	Southwestern	30,000
American River	30,000	State Center CCD	60,000
Cosumnes River	30,000	Ventura County	90,000
Sacramento City	30,000	Victor Valley	30,000
Mendocino	30,000	Mission	30,000
Merced	30,000	West Valley	30,000
Monterey Co. Tech-Prep Cons.	60,000	Yosemite	60,000
Napa Valley	30,000	Yuba	30,000
Cypress	30,000		

- Special projects provide statewide leadership and technical assistance to the field in the areas of evaluation, student follow-up, and outreach and guidance. Special projects were awarded to the following:
    - San Diego CCD was awarded $100,000 for "evaluation." This project implements a program in evaluation of tech-prep projects.
    - San Diego CCD was awarded $100,000 for "student follow-up." This project develops a student follow-up system to track students through the tech-prep programs in both K-12 and community college.
    - State Center CCD was awarded $787,000 for "outreach, guidance, teacher training, and curriculum development." This project helps to integrate academic and vocational courses, as well as develops outreach strategies to assist students' access to the programs.

Extend the 2 + 2 + 2 concept of vocational education to all community colleges and into academic fields.

- The Chancellor's Office has completed its original round of vocational 2 + 2 + 2 programs. A budget change proposal requesting funds for expansion of these projects into the academic field was not supported in the Governor's proposed 1992-93 budget.

Support the role of ED>Net, the Economic Development Network for the California Community Colleges, in facilitating the systemwide delivery of education to business and industry.

- The Board of Governors has supported the expenditure plan for the Economic Development Network to continue and improve the systemwide delivery of education to business and industry.
- Legislation was unanimously passed and signed by the Governor that codifies the mission and goals of the Economic Development program and that establishes a trust fund in the State Treasurer's Office to accept funds supporting the program's services.
- In addition to a statewide electronic bulletin board system and infrastructure, the Economic Development Network, through the colleges, has provided programs to support competitive and applied technology, small business assistance centers, international trade centers, workplace learning centers, health occupations centers, environmental technologies and contract education. Two new initiatives will be added this year: Alternative Fuels Transportation Technologies and Biotechnology.
- Thirteen colleges were awarded a total of $1,552,740 under the Business Resource Assistance and Innovation Network program. As a part of this network, Small Business Development Centers provide comprehensive services to small business owners and to individuals interested in starting businesses. These centers serve as information, resource, and referral agencies for the small business community. In addition, the centers provide "how to" training workshops and classes. The end result is the creation of new businesses, improved management, increased productivity, business expansion, and job creation. By promoting successful and stable enterprises, the centers support the vital role of small business in California's economic development.

Yuba (Lake Center)	$ 68,400	Bakersfield	$142,378
Southwestern	116,264	Sierra	85,000
Solano	142,824	Mt. San Antonio	141,477
Napa Valley	163,600	San Joaquin Delta	107,123
Gavilan	100,674	Rancho Santiago	150,000
Los Rios CCD	150,000	Fresno City (Univ. Ctr.)	35,000
Vista	150,000		

- The ED>Net International Trade Development Standing Committee currently coordinates the activities of eight designated International Trade Development Centers at individual community colleges, each of which addresses an area of specialized activities. These eight colleges were awarded a total of $600,000 to serve small businesses, stimulate business formation, and provide programs and services that enhance the competitive strength of California business in the international marketplace. Working through partnerships with community organizations, the colleges use their resources to provide a variety of services that support international trade development in their local communities. These colleges have developed courses in international business, identified local businesses interested

in international trade development, distributed leads on international trade to local businesses via the World Trade Center Association System, and provided direct technical support to businesses. Last year, the Centers for International Trade Development assisted small businesses in generating $40 million in trade.

Southwestern	$75,000	Vista	$75,000
Merced	75,000	Citrus	75,000
Oxnard	75,000	Sacramento City	75,000
Riverside	75,000	Coastline	75,000

Enhance the recognition and status of the Community College faculty.

- The Academic Senate's faculty representation and participation in consultation and policy advisory bodies continues to evolve, bringing more shared governance into the systemwide decisionmaking processes.
- The Board of Governors' annual Hayward Award for Excellence in Education, which honors former State Chancellor Gerald Hayward, highlights four outstanding California Community Colleges faculty members. The Academic Senate directs the statewide nomination and selection process.
- The Academic Senate also conducts a statewide nomination and selection process for the Board of Governors' annual Exemplary Programs Award.
- Faculty are involved in the Innovative Program presentations at each Board of Governors meeting.

Attract qualified faculty from the ranks of business and industry.

- The passage of the shared governance policy by the Board of Governors in 1991 as well as the annual Hayward award to acknowledge outstanding faculty have enhanced the recognition and status of community college faculty. The Chancellor annually recognizes faculty achievements by featuring the award winners on the *Chancellor's Hour* television program. The statewide focus on economic development has begun the linkages needed to attract qualified faculty from the ranks of business and industry, although much more remains to be done.

Implement faculty and staff development programs to improve the skills of college personnel.

- All community college districts receive an annual faculty and staff development allocation, which is designated to improve the skills of college personnel, based upon an available $4.9 million. Districts also have submitted their Human Resources Development Plans for review and analysis by the Chancellor's Office. A study of campus efforts indicates that staff development projects are generally linked to the institutional mission of the colleges, and that participation rates for classified staff and part-time faculty have substantially increased over the past two years.
- The Fund for Instructional Improvement supported the following projects:
  - Fullerton College was awarded $14,670 for "Part-time and Evening Faculty: Promoting Teaching Excellence for Adult Evening College Students." This project provides faculty

development for part-time and evening faculty by focusing on teaching methods that recognize the needs and goals of adult learners, that show respect for the life experiences of adults, and that provide opportunities for adults to take more responsibility for their own learning, so that they might become lifelong learners.

- MiraCosta College was awarded $13,929 for "Computer Mentor Project." This project develops the computing skills of MiraCosta College faculty so that they are able to use computers to produce their own high-quality, traditional instructional materials, such as handouts and overhead transparencies, for classroom use.
- Napa Valley College was awarded $100,000 for "Training Faculty to Utilize Classroom Assessment and Techniques to Improve Teaching and Learning." This project improves the teaching abilities of instructors and increases student success and retention by involving two hundred California Community Colleges instructors in the process of classroom assessment. Twenty colleges, two hundred faculty, and eight thousand students will be directly affected by the project. Faculty members participating in this project implement, summarize, and evaluate at least five classroom assessment techniques during the academic year; participate in follow-up meetings on their own campuses; and participate in one of the two conferences planned to disseminate information about classroom assessment techniques to other faculty and administrators.

Maintain high standards of instructional quality as the goals of diversity are implemented.

- AB 1725 ensures instructional quality with the implementation of minimum qualifications, which have replaced community college credentials. However, the Chancellor's Office continues to reiterate to districts that the goals of quality and diversity are not mutually exclusive.

Maintain a continuous review of the implementation of minimum qualifications for hiring faculty.

- During 1993-94, the Board of Governors will be asked to adopt Title 5 Revisions to Minimum Qualifications, as prescribed by AB 1725. The Chancellor's Office continues to monitor the districts' implementation of minimum qualifications.

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